**Language Proficiency: Status vs. Growth**

* **Status** refers to students’ current ranking, proficiency, capacity, or ability. It tells us what students know and are able to do. Educators can use this information to tailor instruction to students’ current needs. Looking at a student’s status, however, does not tell us the whole story. It doesn’t tell us what learning has occurred.
* Examining **growth** allows us to identify student change over time.

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| **Type of Scores** | **Raw Scores** | **Scale Scores** | **Proficiency Levels** |
| **Description** | The number of items a student answered correctly out of the total | A mathematical transformation of a raw score | Interpretation of the scale scores. Describe a student’s performance in terms of the six WIDA language proficiency levels. |
| **Comparability** | Not directly comparable across grades or tiers | May be compared across grades and tiers. Comparable within language domains. | The intervals between each value are not equal. (The difference between 2.0🡪2.4 is not the same as the interval between 4.0🡪4.4.) |
| **Caution** | Use with caution when planning instruction because they do not indicate the difficulty of the items. | Not comparable across language domains. (300 in Reading ≠ 300 in Listening) |
| **Usefulness** | Help educators understand student performance within certain environments, ie. Language of Math vs. Language of Social Studies. | Comprised of a single vertical scale from kindergarten to 12th grade, which make them ideal for tracking student growth.  Take into account students moving across grade levels and proficiency levels. | Can use in conjunction with the Can Do Descriptors and WIDA ELD Standards to observe growth in the classroom, plan instruction, and help students progress in their language development to the next proficiency level. |
| **Value in Tracking Growth** | Least valuable type of score to monitor growth | Useful for tracking individual growth of a student over time | Less productive than scale scores for tracking growth because of the unequal intervals across the clusters |

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